

Texas Education Agency Standard Application System (SAS)

2018–2019 Technology Lending		
Program authority:	General Appropriations Act, Article III, Rider 8, and House Bill 3526, 85 th Texas Legislature; Texas Education Code Section 32.301	FOR TEA USE ONLY Write NOGA ID here:
Grant Period:	May 1, 2018, to August 31, 2019	Place date stamp here.
Application deadline:	5:00 p.m. Central Time, February 6, 2018	
Submittal information:	<p>Applicants must submit one original copy of the application with an original signature, and two copies of the application, printed on one side only and signed by a person authorized to bind the applicant to a contractual agreement, must be received no later than the aforementioned date and time at this address:</p> <p style="text-align: center;">Document Control Center, Grants Administration Division Texas Education Agency, 1701 North Congress Ave. Austin, TX 78701-1494</p>	
Contact information:	Kathy Ferguson: techlending@tea.texas.gov; (512) 463-9087	

Schedule #1—General Information

Part 1: Applicant Information				
Organization name	County-District #			Amendment #
Willis ISD	170-904			
Vendor ID #	ESC Region #			
74-6002568	6			
Mailing address		City	State	ZIP Code
206 W. Rogers Rd.		Willis	TX	77378
Primary Contact				
First name	M.I.	Last name	Title	
Deborah	K	Menefee	Exec. Dir. of Technology	
Telephone #	Email address		FAX #	
936-856-1212	dmeneffee@willisisd.org		936-856-7513	
Secondary Contact				
First name	M.I.	Last name	Title	
Stephen		Shannon	Senior IT Manager	
Telephone #	Email address		FAX #	
936-856-1212	sshannon@willisisd.org		936-856-7513	
Part 2: Certification and Incorporation				

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. **It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.**

Authorized Official:

First name	M.I.	Last name	Title
Tim		Harkrider	Superintendent
Telephone #	Email address		FAX #
936-856-1200	tharkrider@willisisd.org		936-856-5182
Signature (blue ink preferred)		Date signed	

2/5/2018

Only the legally responsible party may sign this application.

701-18-103-132

Schedule #1—General Information

County-district number or vendor ID: 170-904

Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
4	Request for Amendment	N/A	<input checked="" type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
8	Professional and Contracted Services (6200)	See Important Note For Competitive Grants*	<input type="checkbox"/>
9	Supplies and Materials (6300)		<input type="checkbox"/>
10	Other Operating Costs (6400)		<input type="checkbox"/>
11	Capital Outlay (6600)		<input type="checkbox"/>
12	Demographics and Participants to Be Served with Grant Funds	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>

***IMPORTANT NOTE FOR COMPETITIVE GRANTS:** Schedules #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6200 on Schedule #6—Program Budget Summary, then Schedule #8—Professional and Contracted Services (6200) is required. If it is either blank or missing from the application, **the application will be disqualified.**

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 170-904

Amendment # (for amendments only):

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.		
#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
1	LEA Technology Plan Template	If an LEA does not have a 2016–2017 Technology Plan on file with TEA, it must show evidence of a current local technology plan on participating campuses by completing the LEA Technology Plan Template.

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
x	I certify my acceptance of and compliance with the General and Fiscal Guidelines .
x	I certify my acceptance of and compliance with the program guidelines for this grant.
x	I certify my acceptance of and compliance with all General Provisions and Assurances requirements.
x	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all Debarment and Suspension Certification requirements.

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 170-904

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances

x I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The applicant assures that funds provided under the Instructional Materials Allotment (IMA) or other funding are insufficient to purchase enough lending technology for every student who needs dedicated access to a device.
4.	The applicant assures that it will provide access to lending technology and residential access to the Internet for students, including economically disadvantaged students and students with disabilities, who do not already have either the needed equipment or Internet service for learning at home
5.	The applicant understands that equipment purchased with Technology Lending Grant funds is the property of the LEA.
6.	The applicant assures that infrastructure and technical support are adequate to support students' use of loaned equipment provided through the grant at its participating campus(es).
7.	The applicant assures that it will provide adequate staff to administer the program and ensure successful implementation.
8.	The applicant assures that it will account for the technology lending equipment in accordance with district policy for accounting for such equipment, including providing insurance when insurance is typically provided for such equipment. The applicant understands that the grant funds cannot be used to replace lost, stolen, or damaged equipment.
9.	The applicant assures that it will obtain a Technology Lending Agreement signed by the parents/guardian of each participating student and by the student participating in the program, including an assurance of student's mastery of the grade-appropriate Digital Citizenship strand of the Technology Applications Texas Essential Knowledge and Skills.
10.	The applicant assures that it has a 2016–2017 LEA technology plan on file with TEA, or that it will show evidence of a current local technology plan on participating campuses by completing the Required Program-Related Attachment outlined on page 18 of the Program Guidelines.
11.	The applicant assures that technology lending and use of electronic instructional materials are incorporated into the LEA's technology plan.
12.	The applicant agrees to collect and report the data for the performance measures stated in the Program Guidelines under Program Evaluation. The applicant assures it will develop appropriate systems and processes to collect and report the required data

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Schedule #4—Request for Amendment

County-district number or vendor ID: 170-904

Amendment # (for amendments only):

Part 1: Submitting an Amendment

This schedule is used to amend a grant application that has been approved by TEA and issued a Notice of Grant Award (NOGA). **Do not submit this schedule with the original grant application.** Refer to the instructions to this schedule for information on what schedules must be submitted with an amendment.

An amendment may be submitted by mail **or** by fax. Do not submit the same amendment by both methods. Amendments submitted via email will not be accepted.

If the amendment is mailed, submit three copies of each schedule pertinent to the amendment to the following address: Document Control Center, Grants Administration Division, Texas Education Agency, 1701 N. Congress Ave., Austin, TX 78701-1494.

If the amendment is faxed, submit one copy of each schedule pertinent to the amendment to either of the following fax numbers: (512) 463-9811 or (512) 463-9564.

The last day to submit an amendment to TEA is listed on the [TEA Grant Opportunities](#) page. An amendment is effective on the day TEA receives it in substantially approvable form. All amendments are subject to review and approval by TEA.

Part 2: When an Amendment Is Required

For all grants, regardless of dollar amount, prior written approval is required to make certain changes to the application. Refer to the "When to Amend the Application" guidance posted in the Amendment Submission Guidance section of the Grants Administration Division [Administering a Grant](#) page to determine when an amendment is required for this grant. Use that guidance to complete Part 3 and Part 4 of this schedule.

Part 3: Revised Budget

			A	B	C	D
#	Schedule #	Class/ Object Code	Grand Total from Previously Approved Budget	Amount Deleted	Amount Added	New Grand Total
1.	Schedule #8: Contracted Services	6200	\$	\$	\$	\$
2.	Schedule #9: Supplies and Materials	6300	\$	\$	\$	\$
3.	Schedule #10: Other Operating Costs	6400	\$	\$	\$	\$
4.	Schedule #11: Capital Outlay	6600	\$	\$	\$	\$
5.	Total direct costs:		\$	\$	\$	\$
6.	Indirect cost (%):		\$	\$	\$	\$
7.	Total costs:		\$	\$	\$	\$

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Schedule #4—Request for Amendment (cont.)

County-district number or vendor ID: 170-904

Amendment # (for amendments only):

Part 4: Amendment Justification

Line #	Schedule # Being Amended	Description of Change	Reason for Change
1.			
2.			
3.			
4.			
5.			
6.			
7.			

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Schedule #5—Program Executive Summary

County-district number or vendor ID: 170-904

Amendment # (for amendments only):

List the campuses that will be served with these funds. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Parmley Elementary, C.C. Hardy Elementary, Cannan Elementary, Meador Elementary

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary.

Why: Willis Independent School District (WISD) is seeking funding through the Technology Lending Program Grant 2018 (TLPG2018) to transform a complete grade level from part-time shared technology integration to anytime, personalized learning opportunities for each student. With this funding, the district will provide 75-85 Chromebooks to the four qualifying elementary campuses to use in fifth grade classrooms. Combined with existing carts, each student will have a device for full time personalized learning. To extend use of digital resources at home, MiFis will be available through the library for check out. To impact a larger population, WiFi routers, like those that many districts have used for buses, will be purchased and installed in churches or community buildings near concentrated low socioeconomic areas.

How and Who: Since current instructional materials for math, science and social studies all have digital components at the fifth grade level, this population will greatly benefit from a 1:1 environment. These students have digital needs more like secondary campuses and less like their kindergarten and first grade classmates.

Grant Goals = District Goals: As a district, WISD is strengthening capacity in its infrastructure as well as its instructional approaches to better serve personalized, student centered learning. Towards the goal of a stable infrastructure, the district is completing the installation of one access point for every classroom. Instructionally, every campus benefits from full time personnel (Technology Innovation Coach) to support and transition teachers to a digitally engaging environment. These factors demonstrate the district's goals and commitment to growth in student centered learning through technology. This funding request gives a critical grade level the opportunity to become more independent with their learning and furthers the district's technology goals.

Budget Development: Looking at technology strategies that support the attainment of the districts goals, an area of need that fits the grant award amount was identified. Solutions that address both the technology need and the grant requirements were explored and investigated. Costs of the components were obtained through district bidding guidelines and acceptable pricing used to design a straight forward budget, concentrating on hardware and home internet access options.

Demographics of Targeted Group: WISD is a rural school district with an enrollment of over 7,200 students. About 60% of the students in the district receive free and reduced lunch. This percentage is also reflective of the fifth grade population targeted in this proposal. Since this plan addresses one grade level across multiple elementary campuses, it will impact all district demographics.

Needs Assessment Process: District initiatives are determined through a needs assessment process that analyzes data, collects feedback and evaluates conditions. For this proposal, the district's Texas Academic Performance Report provided student academic data, a student home connectivity survey produced required feedback and technology inventory records reflected current conditions. This project is district wide involving campus and district leaders who will monitor progress through reports completed by campus grant coordinators and district grant leaders. As proposed grant activities are implemented, daily and systemic processes will be monitored and adjusted to better address the needs of students and teachers.

Management Plan: All elementary campuses house a Technology Innovation Coach (iCoach) who supports and coaches teachers in the use of digital tools. The iCoaches (who will also serve as campus grant coordinators) will actively participate in the project implementation as part of his or her regular assigned duties through modeling, training and planning with the fifth grade teachers. The iCoaches will serve as on-site grant coordinators and will keep campus and district leaders informed of grant process. Specifically, they will debrief monthly with the Senior IT Manager on hardware and infrastructure performance, the Digital Integration Coordinator on digital tool use and implementation, and the Executive Director of Technology on grant goals and objectives.

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Schedule #5—Program Executive Summary (cont.)

County-district number or vendor ID: 170-904

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Measuring Progress: Progress will be measured by formative evaluation in the form of teacher and student interviews and feedback. The process will be tracked by device check out logs, digital resource access logs and repair/maintenance records. The impact or outcome is expected to be evident in increased student engagement opportunities and improved academic success on state assessments. Summative evaluation measurements will be collected through performance indicators, sustainability plans and expansion initiatives.

Availability of Existing Equipment: At the middle school, there is a cart of devices for every core classroom. The high school has approximately one device for every two students and the elementary campuses have a cart of devices per every grade level. Funding for devices has been provided through Title I, PTO, grants and local technology funds.

Alignment of LEA Mission and Goals: The mission of WISD is to develop in each student the knowledge, skills and behaviors essential for life-long learning and productive citizenship. This is communicated through two sources; the District Improvement Plan that addresses teacher support and training for use of digital resources and the District Technology Plan that addresses the addition and use of student devices for personalized learning.

Plan for Off-Campus Internet Access: In an effort to make connectivity available and more convenient to students, a WiFi router will be installed at churches or community buildings that have been identified in three of the most heavily concentrated, low socioeconomic areas. Students will also have access to check out a MiFi through the elementary campus library. If a student needs a device to take home, check out through the classroom teacher is available if a Technology Lending Agreement form is on file.

Alignment with Current Curriculum, Instruction, and Classroom Management: This lending program aligns with district curriculum and instructional practices by supporting additional access to devices and connectivity for students. District curriculum initiatives supporting technology integration and individualized learning include: the iCoaches as a part of each campus instructional coach team, the use of digital instructional resources and the correlation of classroom technology integration to T-TESS.

Use of Digital Instructional Materials: Digital instructional materials are part of textbook adoptions for all core areas. Teacher use of digital instructional materials at the elementary level is limited to whole group instruction and computer lab time due to lack of devices at school and connectivity at home.

Adequate Infrastructure and Technical Support: Over the last five years, the district has been using E-Rate and local funds to strengthen the infrastructure with additional access points and cloud managed switches for monitoring and tracking. By the end of the 2017-2018 school year, there will be an access point in every classroom on every campus. Each elementary campus has technical support through an iCoach and a part time campus tech.

Administering Check-in/Check-out and Maintaining Equipment: The grant will be locally administered and managed by the iCoach assigned to that campus. Qualifying elementary campuses will receive devices for fifth grade classrooms and three MiFis that will be housed and managed through the library check-out system and the library manager. Most library managers serve as campus techs and are responsible for basic troubleshooting and device support.

Local Policy for Lending Equipment: Board policy CMD(LEGAL) addresses student responsibility for instructional material and technological equipment. The Technology Lending Agreement follows this policy and outlines the student Acceptable Use Policy (AUP). It will be reviewed with students and signed by parents or guardians of any student requesting to check out equipment for out of school use.

Ongoing Commitment: The district's fidelity to the technology and instructional coaching positions shows the continued commitment to supporting and transitioning instructional environments to student centered and personalized learning opportunities. This effort in fifth grade will serve as a model to adapt and expand to other elementary grade levels. WiFi router and MiFi service will receive continued funding based on need and use. Device maintenance and replacement will become part of the the district refresh cycle.

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Schedule #6—Program Budget Summary

County-district number or vendor ID: 170-904	Amendment # (for amendments only):
Program authority: General Appropriations Act, Article III, Rider 8, and House Bill 3526, 85 th Texas Legislature; Texas Education Code Section, 32.301	
Grant period: May 1, 2018, to August 31, 2019	Fund code: 410

Budget Summary

Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost
Schedule #8	Professional and Contracted Services (6200)	6200	\$4122	\$0	\$4122
Schedule #9	Supplies and Materials (6300)	6300	\$1200	\$0	\$1200
Schedule #10	Other Operating Costs (6400)	6400	\$0	\$0	\$0
Schedule #11	Capital Outlay (6600)	6600	\$94678	\$0	\$94678
Total direct costs:			\$0	\$0	\$0
Percentage% <u>indirect costs</u> (see note):			N/A	\$0	\$0
Grand total of budgeted costs (add all entries in each column):			\$0	\$0	\$100000

Administrative Cost Calculation

Enter the total grant amount requested:	\$100000
Percentage limit on administrative costs established for the program (15%):	× .15
Multiply and round down to the nearest whole dollar. Enter the result.	\$15000
This is the maximum amount allowable for administrative costs, including indirect costs:	

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

If selected for a competitive grant, your award amount will be the lesser of the grand total of budgeted costs as stated on this schedule (the box with the bold outline), or the sum of all line items listed on this schedule, or the maximum allowable award amount. TEA is not responsible for math errors.

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Schedule #8—Professional and Contracted Services (6200)

County-district number or vendor ID: 170-904

Amendment # (for amendments only):

NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.

Professional and Contracted Services

#	Description of Service and Purpose	Grant Amount Budgeted
1	Data plan for WiFi Router (3 devices * 10 months *\$45)	\$1350
2	WiFi Router set-up	\$110
3	MiFi (3 devices * 4 campuses * 10 months * \$100)	\$2400
4	MiFi setup	\$262
5		\$
6		\$
7		\$
8		\$
9		\$
10		\$
11		\$
12		\$
13		\$
14		\$
a. Subtotal of professional and contracted services:		\$
b. Remaining 6200—Professional and contracted services that do not require specific approval:		\$0
(Sum of lines a and b) Grand total		\$4122

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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<u>Schedule #9—Supplies and Materials (6300)</u>		
County-District Number or Vendor ID: 170-904		Amendment number (for amendments only):
Supplies and Materials Requiring Specific Approval		
		Grant Amount Budgeted
6300	Total supplies and materials that do not require specific approval:	\$1200
Grand total:		\$1200

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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Schedule #10—Other Operating Costs (6400)		
County-District Number or Vendor ID: 170-904		Amendment number (for amendments only):
Expense Item Description		Grant Amount Budgeted
6400	Operating costs that do not require specific approval:	\$0
Grand total:		\$0

In-state travel for employees does not require specific approval.

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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Schedule #11—Capital Outlay (6600)

County-District Number or Vendor ID: 170-904

Amendment number (for amendments only):

#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted
66XX—Computing Devices, capitalized				
1	Chromebooks	362	\$254	\$91948
2			\$	\$
3			\$	\$
4			\$	\$
5			\$	\$
6			\$	\$
7			\$	\$
8			\$	\$
9			\$	\$
10			\$	\$
66XX—Software, capitalized				
11			\$	\$
12			\$	\$
13			\$	\$
14			\$	\$
15			\$	\$
16			\$	\$
17			\$	\$
66XX—Equipment, furniture, or vehicles				
18	WiFi Router	3	\$910	\$2730
19			\$	\$
20			\$	\$
21			\$	\$
22			\$	\$
23			\$	\$
24			\$	\$
25			\$	\$
26			\$	\$
27			\$	\$
Grand total:				\$

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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Schedule #12—Demographics and Participants to Be Served with Grant Funds														
County-district number or vendor ID: 170-904										Amendment # (for amendments only):				
Part 1: Student Demographics of Population To Be Served With Grant Funds. Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comment section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program. Response is limited to space provided. Use Arial font, no smaller than 10 point.														
Student Category	Student Number	Student Percentage	Comment											
Economically disadvantaged	321	55%												
Limited English proficient (LEP)	114	18.3%												
Disciplinary placements	25	4.2%												
Attendance rate	NA	%												
Annual dropout rate (Gr 9-12)	NA	%												
Part 2: Students To Be Served With Grant Funds. Enter the number of students in each grade, by type of school, projected to be served under the grant program.														
School Type:	<input checked="" type="checkbox"/> Public	<input type="checkbox"/> Open-Enrollment Charter	<input type="checkbox"/> Private Nonprofit	<input type="checkbox"/> Private For Profit	<input type="checkbox"/> Public Institution									
Students														
PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
						460								460

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Schedule #13—Needs Assessment

County-district number or vendor ID: 170-904

Amendment # (for amendments only):

Part 1: Process Description. A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired outcome or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized. If this application is for a district level grant that will only serve specific campuses, list the name of the campus(es) to be served and why they were selected. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

To identify and prioritize needs, three factors were considered: academic improvement areas, connectivity and device limitations and availability of digital resources.

Academic Improvement: To identify this area of need, Texas Academic Performance Reports were used.

As a district, WISD received a "Met Standard" rating which also means that each individual campus received the "Met Standard" rating. However, 2016-2017 STAAR Percentages at Approaches Grade Level or Above in third through fifth grade reading, writing and science, are lower than the percentages at both the State and Region levels. Additionally, percentages in those same content areas were lower than the prior year's district scores.

Current Connectivity and Device Limitations: To identify this area of need, current device inventory was reviewed and a student survey was given.

Since the elementary campuses were able to concentrate the device carts in the upper grade levels, fifth grade has a 2:1 student to device ratio. Students and teachers in fifth grade classrooms have digital needs more like secondary campuses and less like their kindergarten and first grade classmates making a 1:1 environment a high need for that grade level. In an effort to evaluate the access level for students at home, a survey was given to students in grades 4-12. Almost 20% of students indicated that they only have access to internet through a cell phone or no connectivity at all at home. Additionally, 10% of students do not have access to a device at home for class projects and 20% are not comfortable using the device they have for school work. This is much more of a problem for students who live outside of the city limits. Since free public WiFi is offered by businesses, the public library and most of the district buildings, students who are located in the city of Willis have options to convenient access if their home connection is not adequate.

Growing Need for Access to Digital Resources: To identify this area of need, IMA purchases and adoptions was reviewed.

Lastly, the district's adoption of instructional materials with digital components is creating a demand for additional devices and home access for the highest level of success. The only grade with three content areas that has digital instructional materials is fifth grade.

Pearson enVision Math and McGraw Hill Social Studies provide class sets of printed materials and an account to digital resources for every student which can also be accessed from home. These digital instructional materials include vocabulary flashcards, graphic organizers and interactive activities for each unit as well as content review and homework help. Fifth grade science curriculum is completely digital through the STEMscopes software in which lessons are assigned through the teacher portal and students submit homework from those assignments. With reading/ELA adoptions coming soon, this grade level will benefit the most by having personal devices to use for all content areas.

The district uses a single-sign-on product to automate access to these and other digital resources providing students with one location and one set of account credentials making it easier to access these materials outside of school. However, without consistent availability to a device and connectivity, those materials cannot be fully used in the classroom or at home.

This proposal is targeting fifth grade in four of the five elementary campuses: Parmley Elementary, Hardy Elementary, Cannan Elementary and Meador Elementary. Since Turner Elementary school doesn't meet the economic disadvantage requirement of this grant, fifth grade teachers in that campus will participate in the programs staff development but purchase additional devices through their very involved PTO.

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Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID: 170-904

Amendment # (for amendments only):

Part 2: Alignment with Grant Goals and Objectives. List your top five needs, in rank order of assigned priority. Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	All day access for fifth grade student	75-85 Chromebooks for four elementary campuses to add to the devices already available, making a 1:1 environment for fifth grade classrooms. This will allow access digital tools and provide more student centered instructional opportunities.
2.	Bridging the digital gap between teachers and students	By providing a digital environment for daily instruction and a supportive professional learning community to develop confidence in the tools, teachers will engage their students in authentic learning opportunities.
3.	Connectivity for students outside the city limit to support access of digital resources.	Willis ISD is a rural school district and about 60% of the students are economically disadvantaged. Students outside the city limits may not have close, convenient WiFi access. By providing a WiFi router in strategic rural areas, we will enable students to continue their learning beyond the school day.
4.	Extending connectivity to individual students beyond the school day	With the ability to check out devices and MiFis, students can access digital materials to complete assignments and extend learning.
5.		

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Schedule #14—Management Plan

County-district number or vendor ID: 170-904

Amendment # (for amendments only):

Part 1: Staff Qualifications. List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1.	Executive Director of Technology	Grant manager and project coordinator for previous and current grant funding including TIFF, TLPG, E-Rate, and PT3 grants. Mid-management certification and Master's degree in Computer Education.
2.	Senior IT Manager	Management of infrastructure, applications, databases and device deployment in district for over ten years
3.	Digital Integration Coordinator	District manager for digital instructional materials and project coordinator district instructional technology initiatives. Coordinator and coach for district iCoaches.
4.	Technology Innovation Coaches (iCoach)	Instructional technology coaches for district elementary schools with teaching certifications, advanced degrees and experience in technology tools, professional development, instructional strategies and program implementation. Each elementary school campus houses a full time iCoach
5.		

Part 2: Milestones and Timeline. Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Objective	Milestone	Begin Activity	End Activity
1.	Teacher Preparation	1. Preparation for transition to digital environment	06/01/2018	09/01/2019
		2. Resource integration coaching and modeling	08/01/2018	06/01/2019
		3. Additional resource acquisition	08/01/2018	06/01/2019
		4.	XX/XX/XXXX	XX/XX/XXXX
		5.	XX/XX/XXXX	XX/XX/XXXX
2.	Provide fifth grade students with Chromebook	1. Devices ordered	06/01/2018	06/15/2018
		2. Devices received and processed	07/10/2018	07/25/2018
		3. Student and teacher orientation of devices	08/15/2018	09/15/2018
		4.	XX/XX/XXXX	XX/XX/XXXX
		5.	XX/XX/XXXX	XX/XX/XXXX
3.	Provide rural connectivity for convenient student access	1. Broadband ordered	07/01/2018	08/01/2018
		2. Rural community sites identified and contacted	07/01/2018	08/01/2018
		3. Broadband activated and installed at rural sites	08/01/2018	09/01/2018
		4.	XX/XX/XXXX	XX/XX/XXXX
		5.	XX/XX/XXXX	XX/XX/XXXX
4.	Increase student engagement with digital resources	1. Student accounts created	08/01/2018	09/01/2018
		2. Resource integration with teachers and iCoaches	08/01/2018	06/01/2019
		3. Monitoring of student use frequency	08/01/2018	06/01/2019
		4.	XX/XX/XXXX	XX/XX/XXXX
		5.	XX/XX/XXXX	XX/XX/XXXX
5.	Evaluation for sustainability and expansion	1. Teacher feedback on implementation	01/15/2019	01/30/2019
		2. Teacher feedback for first year	05/01/2019	06/01/2019
		3. Student & Teacher usage for second year	05/01/2020	06/01/2020
		4.	XX/XX/XXXX	XX/XX/XXXX
		5.	XX/XX/XXXX	XX/XX/XXXX

Unless pre-award costs are specifically approved by TEA, grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.

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Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 170-904

Amendment # (for amendments only):

Part 3: Feedback and Continuous Improvement. Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The project is designed to target a specific grade level and content area to focus implementation and monitoring efforts by school personnel.

Monitoring Goals and Objectives

The iCoaches (who will also serve as campus grant coordinators for their assigned campuses) will actively participate in the project implementation as part of his or her regular assigned duties through modeling, training and planning with the fifth grade teachers. iCoaches will report on project activities as well the grant goals and objectives at a monthly iCoach meeting. Additionally, the elementary school principals will meet every grant reporting period to evaluate the projects progress.

Adjusting Goals and Objectives

Teachers participating in the project and the campus Technology Innovation Coach (iCoach) will meet on a regular basis individually and during PLC collaboration to provide feedback, compare solutions and share successes. Pre and post conferences with individual teachers on select lessons will provide input on adjustments needed or experiences to share. Processes and activities will be monitored and adjusted as needed to create the best learning experience and environment possible.

Communicating Changes

Changes and project updates will be communicated to elementary school principals during monthly principals meetings. District leadership will receive timely updates and invitations to milestone events. The campus websites will keep parents and community members involved and informed.

Part 4: Sustainability and Commitment. Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The district will maximize effectiveness of grant funds and remain committed through thorough planning and support.

Effectiveness

In order to maximize effectiveness of the grant funds, the fifth grade teachers will attend a summer academy to learn the pedagogy of having devices in the classroom full time. Daily routines and procedures will be adjusted to accommodate the management of a new environment with devices. During the summer academy, teachers will also receive training on Google Apps for Education and digital citizenship. Resources will be distributed through a Google Classroom where teachers can add and share lessons and activities. Follow-up and reinforcement will be available during campus and district PLCs throughout the year. The campus iCoach provides continual support on this and all technology integration efforts.

Commitment

The TLPG2012 grant project provided the foundation for the district device initiative which supplied device carts to additional secondary classrooms. Participants receive individual support from campus iCoaches and have become part of the planning and implementation process providing feedback for the next phase of implementation as well as coaching and modeling opportunities. The number of carts in the district is well over 100 now. These efforts show the district's commitment to supporting digital learners with tools that academically engage them as well as a planned and coordinated approach to this grant proposal. Continual monitoring and adjustment will ensure that the focus and commitment to the project will remain constant and serve as an example for the other schools.

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Schedule #15—Project Evaluation

County-district number or vendor ID: 170-904

Amendment # (for amendments only):

Part 1: Evaluation Design. List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process	Associated Indicator of Accomplishment	
1.	Needs Assessment	1.	Student survey results on personal device and home internet access
		2.	Teacher survey on skill and integration
		3.	
2.	Formative Evaluation	1.	Teacher interview/feedback
		2.	Student interview/feedback
		3.	
3.	Process Evaluation	1.	Device check out logs
		2.	Digital resource access logs
		3.	Repair/maintenance records
4.	Impact/Outcome Evaluation	1.	Increased student engagement opportunities
		2.	Increased academic success on state assessments
		3.	
5.	Summative Evaluation	1.	Performance measures collection
		2.	Plan for sustainability
		3.	Plan for expansion

Part 2: Data Collection and Problem Correction. Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Processes for collecting data will include program activities, student academic data and project delivery monitoring.

Program activities (number of participants)

Data from WiFi router check-out logs will provide usage information for the MiFis. The management software in the WiFi router will produce usage on connections including times and duration of access.

Digital resource logins will serve to support instructional use data.

Student and teacher surveys will be conducted through district data collection and analysis services. The instruments used through this service will produce actionable data and analytics and provide insight from the user viewpoint.

Student level academic data (achievements results and attendance)

Academic data, including state testing results, will be analyzed for improvement trends and correlations to high device users and early adopters.

Project delivery issues

Implementation and management will be closely monitored by the campus and district grant coordinators by weekly visits.

The project as a whole will be evaluated by the objectives and outcomes for levels of sustainability and areas of expansion.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 170-904

Amendment # (for amendments only):

Statutory Requirement 1: Applicant must describe the availability of existing equipment to students in the LEA and other funding available for the purchase of student technology devices. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The availability of existing equipment to students varies from campus to campus.

Secondary schools

Middle school campuses have classroom carts for every core subject classroom. These schools were the recipients of TLP2012 and that afforded the students and teachers faster adoption of personalized technology. Since most classrooms have carts of Windows devices or Chromebooks, technology integration is deeper and use of digital resources is more evident. Almost all teachers have Google Classrooms for classroom management and extended learning opportunities. The number of devices on these campuses equals the student enrollment.

Willis High School has a 2:1 student to computer ratio. Classroom sets of Windows devices are managed by department chairs and shared between classes. Many students at the high school level bring their personal technology. With the opening of a new career and technology center next fall, the district will be increasing devices with local funding for this campus.

Elementary Schools

Through various funding sources such as Title1, PTO fundraisers and local technology funds, elementary campuses have purchased carts of Windows devices and Chromebooks. The recent iPad initiative put six iPads and an AppleTV in all pre-kindergarten through second grade classrooms. This allowed the campuses to concentrate the carts in the upper grade levels, leaving one Windows device cart for each grade level in grades 1 and 2. For grades 3, 4, and 5, Principals have been working to get two carts for each of those grade levels to share.

With additional purchases this year, elementary campuses will have a 2:1 student to device ratio for fifth grade. The requested Chromebooks in this proposal will allow every fifth grade student to have a device.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 170-904

Amendment # (for amendments only):

TEA Program Requirement 1: Describe how the technology lending program aligns with the existing mission and goals for the LEA. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Mission

The mission of Willis Independent School District is to develop in each student the knowledge, skills, and behaviors essential for lifelong learning and for productive citizenship.

This includes the use of technology to engage learners and promote personalized learning.

Goals and Plans

Willis ISD District Improvement Plan specifically list action steps under the district goals and objectives that address teacher support and training for use of technology and digital resources.

Under Goal III: All staff will be prepared to support student achievement.

Strategy 1) Ensure appropriate staff development in technology competencies and integration of technology on all campuses.

Strategy 13) Continue technology integration coaches at all campuses to ensure teacher and student growth in digital resources integration that support instructional best practices.

District Technology Plan (approved through the eplan system) lists the following objectives and strategies that support the addition and use of devices for personalized learning.

OBJECTIVE 1.2: Use digital tools to improve academic achievement, including digital literacy and safety, of all students.

1.2.2 Increase access to technology-based learning for all students by providing appropriate devices, services, and support (e.g., cloud based storage and file access, digital textbook resources).

1.2.3 Ensure that school libraries have the latest technology and online resources for student research and curriculum integration (e.g. Destiny, Discovery Education, GALE resources, specialized library software, curriculum software, etc.).

OBJECTIVE 4.1: Provide appropriate hardware and software to facilitate stable district operations for all stakeholders.

4.1.3 Strive to achieve and maintain a personal computing device ratio of 1:1 for both students and professional educators, one projector in each classroom, and enough peripherals for effective and efficient classroom use.

4.1.4 Provide on-demand access to appropriately configured technology for all students and staff, including those with disabilities, in libraries, school offices, and other work areas.

Willis Independent School District strives to provide appropriate hardware and software resources to improve student achievement by creating an engaging learning environment. This includes on-demand access to tools such as digital textbooks, online instructional resources and personalized devices that support the goal of providing a 1:1, student-centered environment.

Receiving connectivity and devices through this grant allows the district to move towards technology goals and initiatives sooner than local budgeting permits.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 170-904

Amendment # (for amendments only):

TEA Program Requirement 2: Describe a plan for providing internet access to student residences, residential centers, and/or on the buses that transport students (for whom a single ride lasts, on average, at least an hour) with the highest need for off-campus internet access. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The plan for providing internet access to students outside of the school buildings is twofold. The first solution potentially reaches larger groups of students by addressing low socioeconomic, rural and isolated areas of the district through public WiFi access at a single location in that area. The second solution applies to students on an individual basis through a temporary check out process in the library.

Large group solution:

With a low socioeconomic population of about 60%, connectivity for students receiving free and reduced lunch is our highest concern. Home addresses of this group were plotted in a mapping program to identify areas of the community that may have the most concentrated need. Students living inside of the city limits have access to public WiFi within a few blocks through the public library, fast food restaurants and school buildings. However, over half of the addresses used are located in rural or isolated areas of the district.

In an effort to make connectivity available and more convenient to those students, churches or community buildings have been identified in three of the most heavily concentrated areas of low socioeconomic students. These supporters of community and family will receive a WiFi router. This will provide public WiFi access in rural or isolated areas that is closer and more convenient for students to get to and access if they have inadequate or nonexistent internet connections at home.

Individual student solution:

Additionally, students will have access to check out a personal MiFi through the elementary campus library. The MiFi will enable the student's personal device, or one of the school's devices, to connect to the internet at home. Check-out will be permitted in short term periods for projects and homework as needed but limited to a two week interval. The limitation in time will afford other students the opportunity to also check out the router for connectivity when needed.

The Chromebook devices placed in the fifth grade classrooms will be available for check out for students to take home for overnight use. The classroom teacher will manage the device check out for students who have a completed Technology Lending Agreement form on file.

Both the stationary WiFi router and the check out MiFi devices will have filtered internet access to protect students and comply with CIPA requirements. Through the management software on these units, activity and access will be monitored and regulated.

This access will provide students with connectivity needed at home when academic assignments cannot be completed during the school day. Availability of needed digital content and resources will be provided through these connections.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 170-904

Amendment # (for amendments only):

TEA Program Requirement 3: Describe how the lending program aligns with current curriculum, instruction, and classroom management policies and/or practices on its participating campus(es). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

This lending program aligns with district curriculum and instructional practices by supporting additional access to devices and connectivity for students. District curriculum initiatives supporting technology integration and individualized learning include: technology coaches as part of each campus instructional coach team, the use of digital instructional resources, and the correlation of classroom technology integration to T-TESS.

Coaching Team

The Innovation, Teaching and Learning department includes district curriculum, instruction and technology teams. The district's instructional coach initiative has provided a reading coach, math coach and technology coach for every elementary and middle school campus in the district. This partnership has afforded more support for teachers as they create engaged, student centered learning environments. The instructional coach team works together to provide transparent use of digital tools to meet students' and teachers' needs.

Digital Resources

Digital resources that support the current curriculum and classroom instructional practices have been adopted and purchased with IMA funding for math, and so, kindergarten through eighth grade. The use of Google Classroom in all elementary grades have added and supported individualized student access.

Technology Integration and T-TESS

Technology To Engage and Connect (T-TEC) is an instrument created and correlated with T-TESS dimensions and used by technology coaches. It requires evidence-based feedback to encourage teacher self-reflection and promote authentic student engagement through technology connections. Through these discussions, teachers are transparently using technology and giving students choice and freedom to use digital tools.

TEA Program Requirement 4: Describe how the applicant is using digital instructional materials in one or more foundation curriculum subject area(s) for one or more grade level(s). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Digital instructional materials are found at WISD in the form of support tools for adopted textbooks and content delivery programs. Access to digital instructional materials is provided to students through a single sign-on.

Digital Textbook Resources

The district currently has textbook adoptions for 33 subjects and grade levels that include digital materials that are used in the classroom. At the secondary level, digital instructional materials are used as support material in math, english/language arts, science and history. Many of our Career and Technology courses have instructional resources that do not offer print materials. Students in these classrooms currently use classroom sets of devices or personal devices to access lessons, content for their classwork. At the elementary level, digital instructional materials have been purchased for reading, math and science for K - 5 and social studies for fifth grade. The adoption of STEMscopes for science is completely online and is most often used by teachers to introduce new science units with visual, engaging content. Pearson's enVision Math is being used in K - 5 primarily in the computer lab after the teacher has assigned digitally reinforcement and practice activities. These materials have been limited to large group instruction or a once-a-week computer lab time because of the lack of a 1:1 classroom environment.

Content Delivery Programs

Google Classroom provides the district a digital classroom environment for teachers and students. Activity based programs like Brain-pop offer engaging lessons to use with interactive whiteboards and other technology tools.

Single sign-on

In preparation for personal learning devices, the district has implemented a single sign-on program that provisions accounts for a single point of access for students. This has simplified students ability to access district digital resources from school or home.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 170-904

Amendment # (for amendments only):

TEA Program Requirement 5: Describe how the infrastructure and technical support is adequate to support students' anticipated use of devices through the grant at its participating campus(es). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

District infrastructure and technical support is adequate to support students use of devices.

Infrastructure

Over the last five years, the district has been using E-Rate and local funds to strengthen the infrastructure with additional access points and cloud managed switches for monitoring and tracking. By the end of the 2017-2018 school year, there will be an access point in every classroom on every campus. To support maximum access, bandwidth has been expanded to ten times the speed in 2012. With this years E-Rate approval, the district anticipates an additional increase in bandwidth to 1gbps for next year. These upgrades have been in preparation for the success of personal devices for every student in our schools.

Chromebooks are centrally controlled through a cloud-based management system that also monitors and deploys apps. Chromebooks will also be registered in the access point and switch monitoring system, which will track the devices for security purposes.

Technical Support

Each elementary campus has an iCoach, and a part time campus tech. Both are trained in supporting the students use of the Chromebooks and MiFis. The teachers are required to attend training every year on use of the cart devices. This includes the Chromebooks, making several layers of support available on each campus. Each campus will also house three or four spare Chromebooks for use when repairs are needed on the assigned Chromebooks.

Through the district's technology department, a certified technician will provide onsite repair. Network administrators will monitor network traffic and access to create efficiency.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 170-904

Amendment # (for amendments only):

TEA Program Requirement 6: Describe how the grant will be administered on participating campus(es), including a description of how the check-out and check-in process will operate, who will oversee the check-out process, especially in cases of competing need, and the process that will be used to maintain the technology lending equipment in proper working condition. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The grant will be locally administered and managed by the iCoach assigned to that campus.

Check-out/Check In

Any district lending devices, including the Chromebooks purchased through this grant, will be inventoried in both the technology department and the campus library records and tagged accordingly. The devices provided by the grant will be distributed to fifth grade classrooms at the four qualifying elementary campuses. The teacher will be responsible for checking out the Chromebooks to the students for overnight use and will be held responsible for returning the device the next day.

The MiFis provided by the grant will be evenly distributed to the four qualifying elementary campuses. Each elementary campus will receive three MiFis. The iCoach and library manager will have the MiFis available for check out in the library. The students will be able to have the MiFi for a two weeks and will be responsible for returning at the end of the two week term. In the case of competing need, MiFis from other campuses will be borrowed if available.

Equipment support

The teacher will be expected to actively monitor the devices for any technical issues and the students will also be responsible for reporting any problems with the devices or the MiFis. If there is a technical issue, the teacher will report the problem to the campus tech or iCoach and will be required to submit a technology work order.

TEA Program Requirement 7: Describe how technology lending equipment will be accounted for per local policy, including providing insurance, if appropriate. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Local Policy

Board policy CMD(LEGAL) addresses student responsibility for instructional material and technological equipment used by the student. Through the Technology Lending Agreement, students and parents will be informed of this policy and the information outlined detailing expectations of appropriate use.

Policy states: "Each student or his or her parent or guardian shall be responsible for all instructional material and technological equipment not returned in an acceptable condition by the student. A student who fails to return in an acceptable condition all instructional materials and technological equipment shall forfeit the right to free instructional materials and technological equipment until the instructional materials and technological equipment previously issued but not returned in an acceptable condition are paid for by the student, parent, or guardian."

AUP & Lending Agreement

All students who use the district's digital resources will agree to the Student Acceptable Use Policy (AUP) which is part of the Student Handbook. The AUP addresses responsible use and care of equipment, responsible use of the district's digital resources, and responsible use of the Internet. It also addresses the monitoring of student internet use as required in CIPA.

Additionally, the Technology Lending Agreement will be reviewed with students and signed by parents or guardians of any student requesting to check out equipment for out of school use.

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